

Lilleshall School Governor's Report for 2018/19

Our Head Teacher, Senior Leadership Team and teaching teams continue to make Lilleshall School an outstanding school. It is the role of the Governing body to enable the school to continue to develop and progress so that our pupils continue to receive the very best primary education. Our governing role in facilitating school improvement covers 4 main areas, our core functions are:

- Ensuring the School management has clarity of vision, ethos and strategic direction;
- The School's educational performance
- Ensuring financial resources are well spent.
- Ensuring statutory duties are met, the curriculum offer is appropriate and priorities approved

The Governing body is composed of 10 members, including myself as Chair, the Head Teacher, a Teaching Governor, co-opted Local Authority Governors and Parent Governors. We finish the school year with a Governing body vacancy which we will recruit to at the start of the new school year: September 2019. As well as attending our formal meetings, each Governor has a focus on a particular subject area related to a key priority on our school development plan, for example: numeracy, art, safeguarding. It is a mark of the strength of the School and the commitment of Governors that we have continued year-on-year to have a stable and active Board with the vast majority of our Governors fulfilling their full terms of office.

Our governors comply with the statutory requirements to declare any conflicting business or work interests that could adversely impact upon the role and integrity of a school governor.

We review on an annual basis our skills set to ensure that as a group we have the key skills needed to fulfil our statutory obligations and that we are able to be effective governors. During this last academic year of 2018/19, we welcomed a new Governor, Ms Ruth Handley, elected by parents to our Governing Board. Ruth has particular skills from professional roles in education and healthcare and has taken on the role of child Safeguarding Governor.

Governors have worked with the School Senior Leadership Team with the recruitment process for the new Assistant Headteacher role. This role has been created to support the Headteacher and particularly the two Deputy Heads who currently share this role, while still maintaining full teaching commitments. Following due process, Mr Firmstone-Hill was appointed and commenced the role in July 2019.

The School has been informed by Telford and Wrekin Local Authority that following its annual assessment of a range of performance indicators contained within its 'Securing School Improvement Policy', that the School has been judged to remain at category Level 1. This means that the School has been assessed as being 'self-improving' – though the actions taken by the Head Teacher, Senior Leadership Team and Governing Body – and has the potential to share effective practice with other schools. Our Head Teacher continues to have a formal role as an Attached Advisor to other local primary schools.

Because we are a self-improving school, and because we constantly strive to be better and ensure that we are providing the very best education for our pupils, we organised in February 2019 an

Ofsted format review of the whole school by an external education advisor. This provided us with useful feedback.

Strengths identified were:

- Creative teaching strategies that engage the pupils and make learning fun
- Good and effective cross curricular links
- Creative contexts for learning
- The children's pride in their work
- The use of ICT to support the learning opportunities
- Classroom environments that are well organised and inviting
- Effective induction of new teaching staff
- The challenge of the Senior Leadership Team to ensure standards are maintained and they are forward thinking
- A cohesive and motivated teaching team who work well together and are determined to do the best for the pupils in their care.
- A very positive ethos—'The Making Our Learning Fly' characteristics are well embedded
- Pupils behaviour is very good. This is because of the very positive adult/pupil relationships.

Areas for consideration to continue to improve provisions even further:

- Ensure that TAs are well deployed in all areas of the lesson so that they impact on the pupils learning throughout the lesson
- Embedded writing self-assessment checklists and their use with pupils
- Review success criteria to ensure they are tight
- Consider a wider range of assessment for learning techniques to inform differentiation
- Organise the impact files of governors, middle and senior leaders to summarise how they have driven improvement to provision and outcomes.

An action plan is addressing the areas for development.

Over the following pages I have reflected on our governing role and activities during the last academic year and the impact this has had on the quality of education and the curriculum, pupils' personal development, behaviour and welfare and their academic performance.



Ensuring clarity of vision, ethos and strategic direction

In order to carry out our statutory duties we met formally as a group six times, as we do each year. Three of these meetings, one each term, were our **Full Governors Board Meetings** where we formally reviewed pupil progress and attainment through the Head Teachers Report. Governors were active in questioning the Head teacher on the contents of her reports and considering her responses. Prior to our full board meetings, the Head Teacher and myself attend the termly Telford and Wrekin Local Authority Heads and Chairs Briefing sessions. These ensure that we are fully conversant of any national policy changes and are able to benefit from the sharing of good educational practice across the local authority.

We have continued into 2018/19 our governing meetings structure of **Strategic Governors** meetings and **Sub Committees** meetings. We have found over the past few years that this structure works well: enabling us to meet regularly and consider the full range of scrutiny in order to secure school improvement. These are in addition to our full governor board meetings.

Strategic Governors meetings take place three times each year at the beginning of each term. During these we aim to review the work for the year and plan the activities and meetings each Governor will attend in order to fulfil our statutory duties of governance.

In addition to these our formal **Sub Committees** meet each term. We have two sub committees, composed of members of the Governing body, that play key roles in monitoring and evaluating progress in meeting targets of the School Development Plan and scrutinise aspects of school management and academic activity. These are:

- Progress, Achievement and Behaviour Committee.
- Finance, Health and Safety Committee

These termly committee meetings have enabled us to scrutinise specific areas of finance, pupil progress, use of the pupil premium grant for instance, so that committee members are well prepared for discussion and questioning in our full board meetings. Minutes of committee meetings are sent to all Governors and formally received at our full board meetings.

During the past year Governors have ensured that the vision, aims and values of the school are maintained through pupil workbook scrutinies, learning walks and regular attendance at the school. Some of the school visits undertaken by governors this last school year were:

- the Governor with particular responsibility for Early Years, met with Mrs Savill to see how the EYFS leaders will develop the curriculum and environment in Reception over this year.
- Attendance at a Year 6 parents workshop aimed at showing the support and guidance on offer; including how pupils with special needs can be supported, as pupils worked towards their summative SATs tests.
- Year 3 and Year 4 Easter Production
- attending a staff meeting looking at the development of generalisation in mathematics and how this would be developed across the school.
- the Governor for literacy participated in a review of pupils' books with teaching subject leads.
- attendance at a School Leadership Team meeting to see how the Senior Leaders of the school operate and ensure cohesion across the school.
- the Governor for literacy carried out a review of books with Mrs Trusler and Mrs McCormick.
- Attendance at KS1 Christmas performance of A King is Born.
- supporting Parents' Days where individual children's' progress and attainment was discussed

- meeting with the School Council to ensure the school vision meets the requirements and aspirations of our pupils.
- monitoring safeguarding to ensure the school is meeting its safeguarding requirements effectively and update safeguarding records.
- attended a staff meeting aimed at reviewing the curriculum to ensure appropriate development of knowledge and skills across the school.
- support Yr. 5 and Yr. 6 Christmas Carol concert in the village church.
- attending the whole school 'Bake Off' competition
- pupil book scrutinies with writing subject leaders and Local Authority Teaching & Learning Specialists to enable Governors to monitor and evaluate outcomes.
- attendance at a Legionella training course with the Headteacher to ensure all processes associated water on the school premises with are completed appropriately.
- annual year 6 visit to the outdoor educational activity centre Arthog, Wales. Accompanying the Head teacher and two other adult helpers
- attending the years 3 & 4 production of Hercules
- school assemblies where governors also experienced the promotion of fundamental British values and observed spiritual, moral, social and cultural concepts being explored.
- attendance at Year 6 SATs week to oversee administration of the tests and ensure that guidelines were followed appropriately.
- participating in the judging for the whole school Lilleshall Bake Off
- meeting with the School Council so that the views of pupils could contribute to the development of the refreshed school vision.
- participation with the recruitment process for the new Assistant Headteacher role
- meeting with the whole school Review Leader as part of the review discussions and to hear the reviewer's feedback.
- regularly hearing pupils read
- whole school sports day to see pupils participate in their teams composed of the four schoolhouses
- participation with the Headteacher performance review
- attendance at the Year 6 school leavers assembly.

During this last year we again worked with the Head Teacher and teaching team to review, and amend where necessary, a number of important School policies to ensure their currency and relevance:

- Child Protection and Safeguarding in Schools policies
- Employee Code of Conduct

- Suicide Intervention Policy
- Lilleshall School Attendance Policy, Support and Guidance
- Anti-bullying policy
- Behaviour Policy
- Complaints Policy and Procedure
- Model Policy for managing serial unreasonable complaints
- Medication in Schools Policy
- Management of Change and associated appendices

Our school vision and values

This year Governors undertook an exercise to review our vision of the school. Governors meetings, feedback from the Parent Survey and meeting with the School Council gave us useful information from important stakeholders to ensure our school vision meets the requirements and aspirations of our pupils, parents and carers. We also shared our visioning work with the school Senior Leadership team who were looking at the school ethos, vision and values that underpin the new curriculum. Collaborating together has insured that we all agree on what our vision and values for our school are. Our Governors re-visioning work can be seen on photo posters displayed in the school.

The School's educational performance

We have reviewed **pupils academic progress** regularly throughout the year within the Full Governors meetings and our Behaviour and Progress Committee where we scrutinise pupil's progress in the core subjects of literacy, numeracy and science and monitor the progress of actions as part of the School Development Plan. Governors have reviewed data relating to the progress made by pupils as they progressed through their stage of learning, either the Early Years Foundation Stage, Key Stage 1 or Key Stage 2 for each of the core subjects. Again, this year we have seen a good level of pupils making sustained (expected) or accelerated (greater than expected) progress. We have also seen the same good progress made by pupils categorised as being within a vulnerable group: those who have special educational needs and those eligible for the pupil premium grant.

We have been particularly pleased with the progress made by our 2018/19 cohort of Reception children, who, despite of the low level of development of this cohort due to their very young age when the majority started school; the input they have received has helped them gain 97% progression in Maths, Reading and Writing, with accelerated progress by 48% of pupils in Maths and Reading and 42% in Writing.

Pupils academic achievement has again been excellent, with our **Key Stage 2, Year 6 pupils SATs** results again significantly higher than both the national average and the Telford & Wrekin Local Authority average in the core subjects of maths, writing, reading and spelling, punctuation & grammar at the expected standard of attainment in all subjects. In the lead up to the tests teaching staff from all year groups again participated in giving 1:1 tuition and support to Year 6 pupils during their SATs year; a model that has proved very successful in previous years. Governors are encouraged that these excellent attainment levels will stand Lilleshall pupils in good stead on their transition to their secondary schools.

As in previous years, those children with additional academic need received targeted intervention to accelerate their progress and attainment.

Key Stage 1 Year 2 SATs results

Pupils attained more than the national average (+) in all subjects and more than the Telford & Wrekin Local Authority average in all subjects in both age related expectations and greater depth .

Key Stage 1 Year 1 Phonics results:

90% of pupils achieved the phonics standard. This is a higher percentage than the national and the local authority results.

Early Years Foundation Stage results:

Reception pupils attained the good stage of development that was equal to the national and Telford & Wrekin Local Authority average. From such an early age cohort – with a high number of summer birthdays - we are very pleased with this result.

Ensuring financial resources are well spent.

At Lilleshall Primary School the Senior Leadership team and Governors work together to carefully plan how we allocate our funding. This is through our governor's meetings and particularly through our Finance Committee.

The school's **pupil premium grant allocation** was spent on activities and staffing that supported the learning of those children that were disadvantaged to ensure that all our pupils make progress and gaps in attainment close.

- The school has continued to employ an Early Intervention Worker to support our pupils ensuring they remained confident and happy.
- The Educational Welfare Officer continued to track attendance.
- Funding was used to support TA hours for pupils and ensure pupils were able to access support materials and interventions appropriately.
- One to one tuition was also provided for targeted pupils to accelerate their learning and increase their self-esteem and confidence.
- Pupils with low self-esteem are supported with appropriate Mindfulness activities before school, at playtimes and lunchtimes.
- Talk It Tuesdays have been accessed by pupils and enabled pupils to feel supported and understood.
- Breakfast Club was provided for targeted pupils to ensure that they had breakfast and made a positive start to the day, this had a hugely positive impact on the pupils.
- Educational visits, after school clubs and school dinners were funded for pupils.
- Opportunities for additional learning were made available before and after school to target areas of need and to accelerate learning. These include Cool Kids, Phonics, Spelling and Mathematics Clubs.

School PE and sports funding: Governors have been able to monitor how the sports funding the school receives is spent. This has included: specialist sports coaching, transport for pupils to attend sporting events, PE and playground equipment to support active playtimes, bicycle maintenance and activities to encourage walking to school. An impact of our focus on swimming activities is that over 92% of our Year 6 cohort was able to swim competently, confidently and proficiently over 25 metres, along with a range of other swimming and rescue standards. Significantly, the school employs a PE sports leader to facilitate lunchtime activities. We have seen an increasing number of

pupils engaging in regular physical activity with the opportunity to experience a range of sporting and physical activities.

Ensuring statutory duties are met, the curriculum offer is appropriate, and priorities approved

The governing body approved the school's development plan for 2018/19 early in the academic year and carefully monitored its progression throughout the year to ensure that educational priorities were on track. As you would expect, our improvement priorities included core subjects such as reading, writing and numeracy. We had 8 key improvement priorities and progress was demonstrated in all of these.

- 1) Developing robust problem solving and reasoning strategies and opportunities for pupils in maths
- 2) To increase progress in writing across KS2
- 3) Enhancement of pupils' Progress and Attainment by the early identification of barriers to learning. This took the form of an Impact Cognitive Project with Year 3 pupils
- 4) Review of Early Years Provision in the light of Bold Beginnings and Early Years Foundation Stage Conference 2018.
- 5) Development of creative contexts for core and foundation subjects.
- 6) Extend the involvement of pupils in health and safety issues with a particular focus on mental health.
- 7) A focus on our Making Our Learning Fly initiative and how it impacts on pupils' learning, progress and attainment.
- 8) Development of the role of middle leaders to enhance their role within the school and to support other schools in raising standards.

Pupil attendance

We are pleased that our pupils' attendance over the year was 97%. Consistent with previous years, there were no pupils excluded from the school.

Supporting the formal curriculum with extracurricular activities.

School visits

The opportunity for pupils to experience out of school visits and trips and the experiential learning it facilitates is felt to be very supportive to pupil's holistic learning and contributes ideas and inspiration when developing other subject areas. The aim is for all year groups to have these opportunities.

This year pupils had varied visit opportunities that supported curricula topics including; Chetwynd Deer Park; West Midlands Safari Park; Stafford Castle; Chester Zoo, theatre visits and a whole school cinema trip. These educational visits enhance our pupils learning experience and provide lifelong inspiration.



Year 6 outwards bound experience

As in previous years all Pupils in Year 6 had the opportunity to experience a week's outwards bound at the Local Authority's Arthog Centre during June. The Head Teacher, Chair of governors and two other adult helpers attended for the week and helped facilitate activities.

Over the week pupils engaged in outdoor activities and learned new skills that challenged and stretched them; both physically and mentally. At the end of the week pupils were asked to consider the six key attributes that can 'make their learning fly' and identify which of these they felt they had achieved. For many pupils this was the first time they had canoed, rock climbed, or mountain walked, or been encouraged to swim in a lake or the sea fully clothed! The majority of pupils fully embraced this new found freedom of experiencing the outdoor environment in such a different way. Even those pupils who found a particular activity hard or not to their liking, experienced others that they did enjoy. Some excelled as they learned the importance of working together and looking out for each other as part of a team. While many pupils felt they were taking risks by gorge walking in fast running water or scrambling up rocks they were fully briefed beforehand, well equipped with safety gear and fully supervised. Below is given in their own words, the pupils evaluation of how they felt their Arthog outdoor activity experience facilitated them meeting Lilleshall Schools' values of **Making My Learning Fly**:

Positive -

Positive attitude needed when mountain walking, I loved the climbing and everything!

Positive things were scrambling down a gorge and swimming in the sea, fully clothed!

Rock climbing and canoeing.

I enjoyed everything we did this week and wish we could come again soon.

I was being positive with the rock climbing because I was the fastest in the group and got a medal at the end.

I was positive in canoeing because it was a fun activity.

Independence -

Swimming in the river.

Rock climbing.

I independently did rock climbing and took risks because I have never dared to do this before.

Rock climbing.

Challenge -

Sliding and walking down the gorge.

I found jumping in the lake, gorge walking, climbing a 750m mountain all challenging. Today I jumped in a lake in full clothes and wellies! This was a challenge because I couldn't move my legs much, but I really enjoyed it because I wouldn't normally be allowed to.

I challenged myself by climbing a mountain that is taller than the Wrekin.

Rock climbing: before coming to Arthog I couldn't do it at all, but now I can!

I challenged myself by climbing a 750m mountain.

The mountain walk was very challenging.

Sliding when gorge walking.

I challenged myself to have a go at everything possible.

Climbed up a mountain.

I took a challenge in gorge walking as the rocks were slippery so it was hard to get up.

I took a challenge with mountain walking because it's not really the thing I like doing, but I enjoyed it.

The challenges were fun.

I challenged myself on going down a slide in gorge walking.

Taking risks -

When gorge walking in fast running water.

Taking all the risks was brilliant!

I took a lot of risks when canoeing and gorge walking.

When gorge walking when you slipped you had to pull yourself up in the fast running water.

Climbing up the waterfall, I was nervous at first.

I was taking a risk in gorge walking when it was hard to climb it.

Trying new things.

Scrambling.

Gorge walking.

Jumped in a pond.

I took a risk with the rock climbing because I was scared about it.

Rock climbing.

Effort -

I felt I put in effort when I helped our cracking team.

Rock climbing needed considerable effort.

Canoeing.

I have put a lot of effort into the tasks this week, achieving a high standard.

Gorge walking and canoeing.

Climbing a 750m mountain.

Gorge walking.

I put effort in canoeing.

Determination -

I showed determination and effort while canoeing; I tried my hardest.

I loved the rock climbing and was determined to finish!

I have given determination in walking up three mountains in four hours.

Mountain walking.

I put determination in my climbing as I wanted to get to the top.

I showed determination in climbing Dyffwys mountain and trying to get to the top.

I was determined to mountain walk.

Hill walking.

Fundamental British Values observed: significant lesson learned over this week for all pupils was the importance of working together in a team, listening and taking instructions and that stretching and challenging themselves could give self-satisfaction. Pupils demonstrated values of mutual respect and helped those who were less confident or had greater learning needs. Pupils learned that working together yielded results.

As we have learned to expect at Lilleshall School, pupils were extremely well behaved during their time away and were a credit to their school, both during their time on outdoor activities and during their leisure time.

School physical activity opportunities

Physical activity opportunities experienced by a number of our pupils were representing the School in Orienteering, Dodgeball, Kwik Cricket, Tag Rugby, Boccia, Hockey, Kurling, Football and Basketball tournaments.

Our Year 4 and Year 6 golf teams took part in a Tri Golf Tournament at Telford college. Yr 6 came 5th out of 16 different schools and Yr 4 came 4th out of 14 different schools.

The Archery and Tennis team that qualified for the Shropshire School Games ended up going on to win gold medals in both events meaning they are the current county champions for their sports.

Our Year 4 tennis teams came first and second in a tennis tournament at Oakengates against 12 teams.

Years 3 and 4 undertook swimming lessons. We have to report to the DfE the numbers of pupils who can swim by the time they leave us in Year 6. Swimming has been reorganised to enable more support to pupils making progress with their swimming.

The Big Pedal was a great success with all the help from parents, carers and children. Lilleshall Primary School came third out of Telford & Wrekin and fifth overall in the West Midlands.

In-school visits

As well as visits and physical activities and games, the curriculum is enriched by in-school visits by theatre companies, artists and musicians, for instance, where pupils are able to learn experientially, by interactive learning. We believe that it's important that the school provides a range of curricula and extracurricular activities where pupils participate in learning experiences aimed to provide a positive impact on their school, social and personal education and development. The values and skills learned also have the potential to be progressed onto their continuing secondary education.

Christine A Raper
Chair of Governors Lilleshall School